

4 month reporting date 10/13/2006 received 11/21/2006
 8 month reporting date 2/13/07 received 02/13/2007
 12 month completion date 06/13/2007

Springfield Academy Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle : 3 – Appropriate Evaluations

Present levels:

In three of seven files reviewed, evaluations were carried forward from previous testing, without notifying the parent in the notice that this would be done.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. **The district will ensure parents are notified of all evaluations which will or will not be given.**

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.
The district will document all types of evaluation to be given or to be carried forward from previous reports on the prior notice to the parents.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve?

- **The district will use a team approach to determine the necessary evaluation and document this on the prior notice.**

What data will be given to SEP to verify this objective?

- **The district will send the number of evaluations completed and the number of prior notices which included all types of evaluation to be conducted or to be carried forward to the state office.**

Data will be submitted for the months of June and July by Aug 4 2006. Monthly thereafter if required.

Brenda Brandt

Cheri Namminga

Joan Frevik

Goal Met 11/21/06

4 month reporting date 10/13/2006 received 11/21/2006
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 12 month completion date 06/13/2007

<p>Please explain the data (4 month)</p> <p>Springfield Academy staff conducted 2 evaluations from July – October 2006.</p> <p>In both situations (2/2) staff have indicated which types of evaluations will be conducted or carried forward. This information is noted on both the prior notice for evaluation and prior notice for the IEP meeting. Documentation mailed 11/21/06, Attn: Linda Turner.</p> <p>EDEC / Springfield Academy will continue to submit documentation as DOE OSE requires.</p>
Please explain the data (8 month)
Please explain the data (12 month)

Principle: 3- Appropriate Evaluation			
Present levels: Through interview and file reviews, the monitoring team found the staff does not consistently implement a procedure for documenting parental input. One hundred percent of the files reviewed did not have documentation of parent input into the evaluation.			
Desired Outcome(s): The district will document parental information obtained prior to evaluation.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. The district will obtain parental input into evaluations.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> The district will design a procedure to obtain parental input into evaluation. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> A copy of this procedure will be sent to SEP. 	August 4, 2006	Joan Frevik, EDEC	Goal Met 11/21/06

4 month reporting date 10/13/2006 received 11/21/2006
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Please explain the data (4 month) District Special Education staff will follow the "Special Education Process checklist" developed for use at Springfield Academy (document included with this 11/21/06 electronic submission) to insure parents are provided the opportunity to provide input regarding which assessments are desired/required for evaluation purposes. District Special Education staff will document the parent contact in the body of the Prior Notice for Evaluation. When utilizing the electronic special education forms via SIMS.net, this documentation will be found under "Purpose for Notification – Parental Prior Notice" where a text box is available to document relevant notations.			
Please explain the data (8 month)			
Please explain the data (12 month)			
2. What will the district do to improve? <ul style="list-style-type: none"> The district will review all files with evaluations and send the number of files containing new evaluations and the number containing parental input into evaluation information. What data will be given to SEP to verify this objective? <ul style="list-style-type: none"> EDEC/Springfield Academy staff will submit copies (each month for the month prior) of each evaluation report written for students at Springfield Academy for review and evaluation by SEP staff. 	Data will be submitted for the months of June and July by Aug 4 2006. Monthly thereafter if required.	Brenda Brandt Cheri Namminga Joan Frevik	Goal Met 11/21/06

4 month reporting date 10/13/2006 received 11/21/2006
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Please explain the data (4 month)

Springfield Academy staff have conducted 2 evaluation during the period of July – October 2006.

In both situations (2/2) staff have documented that parents were contacted prior to sending out the prior notices regarding their wishes regarding their child's evaluation. This information is noted on both the prior notice for evaluation and prior notice for the IEP meeting. Documentation mailed 11/21/06, Attn: Linda Turner.

Given we have had only 2 evaluations,EDEC / Springfield Academy will continue to submit documentation as DOE SEP requires.

Please explain the data (8 month)

Please explain the data (12 month)

Principle: 5- Individualized Education Program

Present levels: Student's IEPs do not reflect the actual service provided. Students are listed as either receiving 0 hours or 6 hours a day of special education services and not the specific number of hours of service they need to be successful. The service description is not tailored to student needs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

12 month completion date 06/13/2007

- **Special education personnel will direct the IEP team in identifying the type of service required and the amount of time that will be allocated to provide the required services on each individual student during the student's IEP meeting.**

- **EDEC/Springfield Academy staff will submit copies (each month for the month prior) of each IEP written for students at Springfield Academy for review and evaluation by SEP staff**

Monthly,
beginning Aug
2006

Joan Frevik
EDEC

Cheri
Namminga,
Springfield
Academy

During the months of July to October 2006, Springfield Academy Special Education staff have conducted 9 IEP meetings (7 IEP only and 2 in conjunction with re-evaluation) where the team identified type of service and the required amount of time allocated to service provision in the regular education classroom.

In only 4 out of 9 IEPs service needs are described according to student need. Goal has not been met.

Documentation submitted: copies of each IEP (9) written between July 2006 and October 2006 sent to DOE to document agency progress relative Principle 5. Mailed attn: Linda Turner (11/2/06)

EDEC / Springfield Academy will continue to submit documentation as DOE SEP to reflect progress on this Principle 5 goal.

4 month reporting date 10/13/2006 received 11/21/2006

8 month reporting date 2/13/07 received 02/13/2007

12 month completion date 06/13/2007

Please explain the data (8 month)

Between November 2006 and February 1st 2007, Springfield Academy Special Education staff conducted 13 IEP meetings. At the conclusion of one (1) IEP meeting (January 29, 2007) the parent declined services and signed the face sheet accordingly. During the remaining 12 IEP meetings the team sought to identify the specific type of service and the required amount of time allocated to service provision in the regular education classroom.

In only 3 out of 12 IEPs service needs are expressed in hours/and described according to student need. Goal still has not been met.

Teaching staff are still struggling to detail the services provided and to designate the amount of time needed. Impediments to progress include:

- Extensive modifications are a matter of course for the general education teachers in the residential facility. Although the service needs are addressed and provided, staff are not detailing this as service provision and are not assigning time to the effort.
- Paraprofessional staff provide all students with support instructional and behavioral support in the general education classroom in accordance with both IEP goals and standard procedures. This generalized supportive approach is consistently not documented, as Principle 5 requires.
- The behavioral focus of the residential program aligns neatly with most of the behavioral goals identified for students on an IEP. Documentation of progress, progress monitoring, the provision of incentive programs and cognitive –behavioral coaching and the like are clearly services that are provided, but because they are not delivered in isolation, staff are struggling to define the services and time allocation with words and numbers!
- We are struggling to bridge a perception gap – that only the time for which a student is pulled out of general education counts. We tend to think that services delivered in the general education are difficult to describe and /or quantify.

During an agency-wide Special Education Department meeting held January 19th 2007 administrative staff met to further clarify requirements outlined in Principle 5 and to provide training that will assist the team service providers to fully describe the service delivery activities and to approximate the time each student requires to make progress in the general education setting and curriculum.

Documentation submitted for this 8 month review:

- Copies of each IEP (13) written between November 2006 and February 1st, 2007 sent to DOE to document agency progress relative Principle 5.
- Mailed attn: Linda Turner (02/09/07.)

EDEC / Springfield Academy will continue to submit documentation as DOE SEP to reflect progress on this Principle 5 goal.

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 Please explain the data (12 month)

Principle: 5- Individualized Education Program

Present levels: In all of the files reviewed, the transition services documented did not reflect a coordinated set of activities based on evaluation data.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. **Special education teachers will understand the objective behind transition planning and will complete IEP's to indicate students activities to meet future goals.**

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
All transition IEP's will contain a coordinated set of activities.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve?
- District staff will attend the Summer transition Institute.**
- What data will be given to SEP to verify this objective?
- Names of staff attending institute will be sent to SEP. All new transition IEP's will be reviewed and the number of IEPS with the number containing an appropriate set of coordinated activities will be sent to SEP.**

June 9, 2006

Data will be submitted for the months of June and July by Aug 4, 2006. Monthly thereafter if required.

Joan Frevik, EDEC

Cheri Namminga

Joan Frevik, EDEC

Goal Met 11/21/06

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Please explain the data (4 month)

Brenda Brandt (Special Education Teacher @ Springfield Academy) attended Summer Transition Institute in Sioux Falls, June 5 – 9, 2006. She also attended the transition workshop featuring Ed O’Leary in Sioux Falls on October 27th. 2006.

During the months of July to October 2006, Springfield Academy Special Education staff conducted 9 IEP meetings (7 IEP only and 2 in conjunction with re-evaluation) where the team developed an appropriate set of coordinated transition activities.

From a total of nine (9) IEPs written July - October 2006, eight (8) required transition planning. 8 out of the 8 IEPs written and reviewed contained an appropriate set of coordinated activities.

Documentation mailed 11/21/06, Attn: Linda Turner.

Please explain the data (8 month)

Please explain the data (12 month)

Principle: 5 – Individualized Education Program

Present levels: In all of the files reviewed, the student’s strengths and weaknesses in all areas of transition and academic areas of need were not addressed through goals and objectives.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. **Student IEP’s will reflect a flow which identifies strengths and needs in all areas including transition and then addresses needs through goals and objectives.**

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **All new IEP’s will identify strengths and needs in all areas including transition. Needs will be addressed through activities (transition) and/or goals and objectives.**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

12 month completion date 06/13/2007

<p>1. What will the district do to improve?</p> <ul style="list-style-type: none"> Special education personnel will direct the IEP team in identifying and documenting each student's strengths and needs, to include transition needs, during the student's IEP meeting. Goals / objectives and activities documented in the IEP will relate directly to skill development as identified in each students area of identified need or skill weakness. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none"> The district will review all files with evaluations and send the number of files containing new evaluations and the number containing parental input into evaluation information 		Brenda Brandt, Springfield Academy	Goal Met 11/21/06
	Data will be submitted for the months of June and July by Aug 4, 2006. Monthly thereafter if required.	Cheri Namminga, Springfield Academy Joan Frevik, EDEC	
<p>Please explain the data (4 month) During the months of July to October 2006, Springfield Academy Special Education staff conducted 9 IEP meetings (7 IEP only and 2 in conjunction with re-evaluation).</p> <p>From a total of nine (9) IEPs written July - October 2006, eight (8) required transition planning. 8 out of the 8 IEPs written and reviewed identified the student's transition strengths and need and addressed these documented needs through activities and/or goals as determined appropriate by the IEP team.</p> <p>Documentation mailed 11/21/06, Attn: Linda Turner.</p>			
Please explain the data (8 month)			
Please explain the data (12 month)			